

# VERMONT NEW STANDARDS RUBRIC FOR WRITING CONVENTIONS for 5<sup>th</sup> and 8<sup>th</sup> Grades

Standard 1.6—Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics.

Criteria	<u><b>Score Point 3</b></u> <b>Accomplished Use of Conventions</b> 5 <sup>th</sup> Grade ↓	<u><b>Score Point 3</b></u> <b>Accomplished Use of Conventions</b> 8 <sup>th</sup> Grade ↓	<u><b>Score Point 2</b></u> <b>Basic Use of Conventions</b>	<u><b>Score Point 1</b></u> <b>Limited Use of Conventions</b>
	Based on writing present in the piece, <b>control</b> of conventions is evident.	Based on writing present in the piece, <b>control</b> of conventions is evident.	Control of Conventions is <b>inconsistent</b> .	Control of Conventions is <b>minimal</b> .
Sentence Structure	Control of <b>sentence structure</b> is evident when the writer-- <ul style="list-style-type: none"> <li>• avoids run-on sentences.</li> <li>• avoids fragments.</li> </ul>	<i>Evidence for 5<sup>th</sup> grade applies.</i>	Control of <b>sentence structure</b> is inconsistent.	Control of <b>sentence structure</b> is minimal.
Format-ing	Control of <b>formatting</b> is evident when the writer— <ul style="list-style-type: none"> <li>• indents or blocks paragraphs.</li> <li>• uses hyphens to divide words correctly at the end of a line.</li> <li>• uses hyphens in numbers from twenty-one to ninety-nine.</li> <li>• underlines or italicizes titles of books and movies.</li> </ul>	<i>Evidence for 5<sup>th</sup> grade applies, plus the writer—</i> <ul style="list-style-type: none"> <li>• uses hyphens correctly for grade-level spelling (<i>sister-in-law</i>).</li> <li>• underlines or italicizes titles of albums and magazines.</li> <li>• uses quotation marks for titles of poems, stories, articles, chapter titles, songs, and essays.</li> </ul>	Control of <b>formatting</b> is inconsistent.	Control of <b>formatting</b> is minimal.
Capita-lization	Control of <b>capitalization</b> is evident when the writer— <ul style="list-style-type: none"> <li>• capitalizes beginning of sentences and quotations.</li> <li>• capitalizes titles and proper nouns.</li> </ul>	<i>Evidence for 5<sup>th</sup> grade applies, plus the writer—</i> <ul style="list-style-type: none"> <li>• shows control of all capitalization rules.</li> </ul>	Control of <b>capitalization</b> is inconsistent.	Control of <b>capitalization</b> is minimal.
Punctuation	Control of <b>punctuation</b> is evident when the writer— <ul style="list-style-type: none"> <li>• uses apostrophes for contractions and singular possessives.</li> <li>• uses quotation marks around direct quotations.</li> <li>• uses commas consistently in a date, between city and state, in a series, and after the salutation and closing in a letter.</li> <li>• uses correct end punctuation.</li> </ul>	<i>Evidence for 5<sup>th</sup> grade applies, plus the writer—</i> <ul style="list-style-type: none"> <li>• correctly uses internal and external punctuation with quotations and dialogue.</li> <li>• uses commas after introductory phrases and clauses, before conjunctions in a compound sentence, with interrupters and appositives, between two or more equally modifying adjectives, and in direct address.</li> <li>• uses colons and semi-colons correctly.</li> </ul>	Control of <b>punctuation</b> is inconsistent.	Control of <b>punctuation</b> is minimal.
Spelling	Control of <b>spelling</b> is evident when the writer— <ul style="list-style-type: none"> <li>• spells grade-level and compound words.</li> <li>• spells vocabulary specific to content.</li> <li>• spells standard and non-standard plurals.</li> </ul>	<i>Evidence for 5<sup>th</sup> grade applies, plus the writer—</i> <ul style="list-style-type: none"> <li>• spells grade-level words.</li> <li>• correctly spells frequently misspelled words.</li> </ul>	Control of <b>spelling</b> is inconsistent.	Control of <b>spelling</b> is minimal.
Grammar & usage	Control of <b>grammar/usage</b> is evident when the writer— <ul style="list-style-type: none"> <li>• uses the correct case of pronouns.</li> <li>• has verb tense consistency.</li> <li>• uses common, irregular verb forms.</li> <li>• uses homonyms correctly.</li> <li>• has simple subject-verb agreement.</li> </ul>	<i>Evidence for 5<sup>th</sup> grade applies, plus the writer—</i> <ul style="list-style-type: none"> <li>• has clear pronoun reference and pronoun-antecedent agreement.</li> <li>• has subject-verb agreement.</li> <li>• uses commonly misused words correctly (<i>than/then</i>).</li> </ul>	Control of <b>grammar/usage</b> is inconsistent.	Control of <b>grammar/usage</b> is minimal.

*This rubric is adapted from the New Standards Project. (September 2005)*

## Holistic Scoring of Conventions

**Score Point 3** (shows evidence of *meeting the standard*):

Writing demonstrates consistent control of the grade-level rules; has a few, scattered errors -- does not have to be perfect!

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**Score Point 2** (shows evidence of being *below the standard*):

Writing shows inconsistent control of the grade-level rules; has a number of errors of different types or a pervasive error that interferes with meaning – many lines have errors.

**Score Point 1** (shows evidence of being *well below standard*):

Writing shows minimal control of the grade-level rules; many lines have multiple errors – errors interfere with reader's ability to understand.